DOCUMENT RESUME

ED 339 226 FL 019 904

TITLE French as a Second Language Program 1984-1985. Bulletin No. 1536, Revised.
INSTITUTION Louisiana State Dept. of Education, Baton Rouge.
PUB DATE 91
NOTE 64p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Administrative Organization; *Educational Objectives; Elementary Secondary Education; *French; Higher Education; Immersion Programs; International Studies; Interviews; Language Proficiency; Language Skills; Language Teachers; Language Tests; Program Design; *Second Language Programs; *State Standards; Study Abroad; Teacher Education; Verbal Tests

ABSTRACT

Louisiana's elementary school French second language program is described. An introductory section gives background information about program history. The second contains a statement concerning the foreign language crisis in American education, written to be used as a public awareness presentation. Section 3 outlines the state's overall program goal and objectives for instructional time, cultural education, and evaluation to meet that goal. A program description, in section 4, includes an overview, notes on administrative organization and responsibilities at several administrative levels, guide to the progression of provisional skills in grades four through eight, and comments on the use of oral proficiency interviews. Section 5 describes new and expanded program features, including an elementary immersion program, a secondary program offering an alternative course of studies geared toward increased language fluency and knowledge of international trade, a language teacher training program, and study abroad arrangements for administrators, teachers, and secondary and university students. The final section contains miscellaneous information about the Louisiana program, including definitions of terms, program planning considerations, and staffing recommendations. Appended materials include legislative texts, statistics, staff contracts, state map, forms, notes on available instructional materials, and materials concerning state certification requirements. (MSE)

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FRENCH

AS A SECOND LANGUAGE

PROGRAM

1984 - 1985

ED339226

Bulletin No. 1536

Revised

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Louisiana State Department of Education

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STATE OF LOUISIANA
DEPARTMENT OF EDUCATION

FRENCH AS A SECOND LANGUAGE PROGRAM
BULLETIN 1536
1984-85

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THOMAS G. CLAUSEN
SUPERINTENDENT OF EDUCATION

FOREWORD

Although the importance of foreign language instruction is being recognized in all recent national reports on education, Louisiana has been implementing innovative programs since 1971. A joint venture between the Louisiana Department of Education and CODOFIL has resulted in state-funded French as a Second Language programs with an enrollment of over 50,000 elementary students in grades one through eight.

Students trained in foreign languages can enter professions related to government, business, social services, the arts and sciences, education, and the media. Foreign language education increases a student's capacity for analytical thought, skillful writing, and meaningful communication. In improving opportunities for more of today's students to become proficient in French, we look not only to our rich, historical French heritage, but also to the future role our students can play at the national and international levels.

Louisiana has an opportunity to serve as a model for other states in the area of foreign language instruction. One indication of this includes recent decisions by the Board of Elementary and Secondary Education mandating foreign language instruction in grades four through eight for all academically able students. Other resolutions supporting foreign language studies were adopted by the Board of Regents and the LSU Board of Supervisors.

To meet the challenge for excellence in foreign language education, progress will require that we, as educators, take up the challenges and profit from the momentum provided by state and national reports such as the report of the Governor's Commission on French as a Second Language, and "A Nation at Risk." The emphasis now is to improve and strengthen foreign language teaching and learning. In the area of teacher education, the challenge is one of increasing teaching competency through training in linguistic proficiencey coupled with effective classroom skills. For students the challenge is to achieve communicative proficiency in the second language and knowledge of the culture. Testing and evaluation of student achievement will include components to measure oral proficiency in addition to listening, reading, and writing skills.

The Louisiana Department of Education recognizes the unique position that Louisiana holds in the field of foreign language instruction and is addressing the challenge for excellence in education.

Thomas G. Clausen

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FRENCH AS A SECOND LANGUAGE PROGRAM

ADDENDA ITEMS I. BACKGROUND REVIEW

Louisiana is unique among the states in that approximately one-fourth of its people (over a million), whose French heritage dates back over 200 years, actively use French in business transactions, social events, and in political activities. In 1968, the Louisiana Legislature, recognizing the immense language resource the State possesses, enacted by unanimous vote, Act 409, establishing the Council for the Development of French in Louisiana (CODOFIL). This State agency is entrusted to develop and maintain the French language in Louisiana for educational, economic, and touristic benefits to the State. Thus, Louisiana holds singular status among states, having a State agency with one goal: to promote French as a second language in Louisiana.

To give direction to CODOFIL, four additional laws were adopted. Act 408, of 1968, referred to the teaching of the French language and the history of Louisiana's French population for a sequence of years in public elementary and secondary schools. Act 257, in 1968, directed public institutions of higher learning offering only teacher certification in high school French to offer also teacher certification in elementary school French. Act 458, of 1968, authorized the establishment of a non-profit French language television broadcasting corporation. Act 256, in 1968 (R.S. 43:204), reconfirmed the traditional right of State and public institutions to publish documents in the French language.

Beginning in 1971, CODOFIL, in a joint educational venture with the Louisiana Department of Education, employed certified francophone foreign associate teachers from France, Belgium, Switzerland, and Quebec to teach French in elementary schools. The governments of France, Belgium, and Quebec have assisted this venture on many levels, supplying scholarships, materials of instruction, and pedagogical consultants. Recognizing the need for trained personnel, universities throughout the State implemented teacher training programs designed to prepare Louisiana teachers for certification to teach French at the elementary grades in 1972.

A. Act 714

Act 714 of 1975 (R.S. 17:273) authorized the use of minimum foundation funds to employ full-time Second Language Specialist (SLS) teachers over and beyond the teacher allotment for the parish. The State pays the base salary

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and SLS increment for these certified teachers, while parishes assume the cost of the parish differential.

R.S. 17:273 authorizes each parish or city school board "to establish, as a part of the general curriculum, the teaching of a second language in grades 1-12; to provide a procedure for petitioning a parish or a city school board for the inclusion of the teaching of a second language in the general curriculum of a particular school or schools when the governing authority of the school fails to establish such a program; to establish the procedure for exempting students from the second language program; to authorize and require the State Board of Elementary and Secondary Education (BESE) to establish guidelines, regulations and policies to implement such a program; and otherwise to provide with respect thereto."

The following objectives outline the major goals within Act 714:

1. To establish a language program in grades 1 through 12 in a sequential manner so as to afford all school children in the State the opportunity of attaining proficiency in a second language.
2. To allow for a petitioning procedure which requires the parish or city school board to establish a second language program.
3. To exempt a student from the second language program upon the request of the parent or guardian.
4. To use certified teachers at the secondary level and Foreign Associate Teachers and/or certified Second Language Specialist teachers at the elementary level.
5. To provide specified funding by the appropriate authority depending on the level at which the program is offered.

The Academic Advisory Board of CODOFIL was established by Executive Order of the Governor of Louisiana in 1971. Its membership includes the heads of Foreign Language Departments in all institutions of higher education in Louisiana, who constitute a majority of its members. Other members of the Board are the Coordinator of Foreign Languages and Bilingual Education, the President of the Louisiana Foreign Language Teachers Association, and five members at large.

In addition to advising CODOFIL on academic matters, the Advisory Board, through its Consortium of Louisiana Universities and Colleges, administers an academic year study program abroad for Louisiana college students. The Consortium

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is a 22 member organization developed by the Board in 1975.

From 1968 on, CODOFIL, in cooperation with the Louisiana Department of Education, Louisiana's local school systems, and the francophone governments has provided summer scholarships to high school students; organized student and teacher exchanges between Louisiana and francophone countries; conducted French language camps in Louisiana; supported high school French clubs and co-sponsored with the Louisiana Department of Education the annual statewide Congress of High School French Clubs; sponsored French television programming with the Louisiana Educational Television Authority; and established CODOFIL parish chapters to promote French instruction at all levels.

CODOFIL's study and exchange summer programs provide annually for more than 300 students and teachers to attend classes or live with families in France, Belgium, and Quebec. Scholarships are provided to enable participation in these programs. At the same time, CODOFIL organizes exchange visits to Louisiana for over 200 Quebecois, French, and Belgians annually.

B. S.C.R. 161

In the 1980 Regular Session of the Louisiana Legislature, Senate Concurrent Resolution 161 was adopted. This requested the Governor to establish a Commission on French as a Second Language to review the status of French language instruction at all levels of education within the State of Louisiana. To accomplish the charge, the Commission held four public hearings, consulted representatives of the Belgian, French, and Quebec governments, participated in the Board of Regents' evaluation of baccalaureate programs in French, studied numerous documents, and solicited recommendations from parish superintendents, principals, the Department of Education, CODOFIL, the Louisiana Foreign Language Teachers Association, and the Louisiana Parent-Teacher Association.

C. S.C.R. 60

In the 1983 Regular Session, Senate Concurrent Resolution 60 was adopted to "commend the Commission on French as a Second Language and to accept its report; to urge, request, and recommend strongly to appropriate boards, agencies and individuals involved with educational responsibilities to devise ways and means to meet the Commission's recommendations; to urge and request the governor to extend the term of the Commission on French as a Second Language, and to request the Commission to prepare for the Legislature a bill to be cited as the Louisiana Foreign Language Improvement Act."

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D. S.C.R. 61

Also in the 1983 Regular Session, Senate Concurrent Resolution Number 61 was adopted to "urge and request that all boards, agencies, educational institutions, and individuals charged with the responsibility of education foster and promote the linguistic origins of the people of this state and to evidence that the Legislature of Louisiana subscribes to the position that all citizens of Louisiana shall not have abridged their rights and opportunities to become as proficient as possible in a second language of their choice and that giving priority to the education of Louisianians to become literate bilinguals is a basic educational objective."

E. Bulletin 741

Most recently, the Board of Elementary and Secondary Education has passed legislation to strengthen foreign language instruction. Beginning in the fall of 1985, an articulated foreign language program in grades four through eight shall be required for all academically able students, and shall be optional for all others. The Board also recommended three units of foreign language within the college preparatory curriculum.

F. Regents' Requirements

The Board of Regents' Task Force on the Academic Preparation of the College-Bound Student has proposed high school graduation requirements which include three units of foreign language. The Louisiana State University Board of Supervisors in studying entrance requirements which include foreign language study. It is of note that many parishes are encouraging high school students to follow the plan for those who are college-bound.

In order to meet the staffing demands necessary to implement these new requirements, the Board of Elementary and Secondary Education appointed an Adhoc Advisory Council for Certification of Teachers of Foreign Languages to establish new guidelines for foreign language certification. These recommendations have been approved by the full Board and will become law in 1984.

This review of growth in foreign language instruction showing numbers of students, teachers, as well as financial resources, support of the francophone governments, the efforts of the Department of Education, CODOFIL, and the governing boards of education, as well as the support of the Governor and Legislature, leads to the conclusion that Louisiana is determined to support programs of excellence in French instruction to benefit the students of Louisiana.

II. CHALLENGE FOR ACTION: THE FOREIGN LANGUAGE CRISIS
(For use as a Public Awareness Presentation)

Since the emergence of nuclear weapons, you and I have lived with the threat of the nuclear war crisis while during the same period, we have totally ignored, and yes, even encouraged, the actual full realization of another crisis already affecting our daily lives: incompetence in foreign languages.

Outstanding legislators, including Congressman Paul Simon of Illinois and Representative Leon Panetta of California, argue that the United States is no longer THE superpower of the world; rather, it is but one of several power blocks. One effect of this change of status is that Americans can no longer limit their communication to English as they negotiate important political, economic, or cultural affairs. As a Japanese businessman told Simon, "The most important language to know is the language of the client." Ameican political, economic, and cultural negotiators are handicapped when they can speak only in English.

To overcome that handicap, the United States needs to develop pools of people in all professions who can communicate with their counterparts in other nations. These resources already exist in other nations, because virtually all students are required to learn one or more foreign languages. Compared with students in many parts of the world, graduates of U.S. high schools and colleges are found to be weak in their knowledge of not only foreign languages, but also of geography, history, and the current events of other nations as well.

Have you ever thought about the "Made in Japan" label replacing the "Made in U.S.A." labels? About 10,000 Japanese conduct business in the U.S. for their firms, and most of the 10,000 speak English. In contrast, about 900 Americans conduct business in Japan, and only a handful speak Japanese fluently.

Government and business officials from the President on down have been humiliated by faulty translations, simply because of a shortage of language experts. Fisher Body, for example, was shocked to discover that their "Body by Fisher" slogan was translated in Belgium into "Corpse by Fisher." Another example--when General Motors tried to market the Chevrolet Nova in Puerto Rico and elsewhere in Latin America, sales

slumped until the car was renamed "Caribe." The reason: when spoken as two words, "No-va" in Spanish means "It doesn't go (work)."

These situations may be amusing to you--unless you are a shareholder. The intimate link between foreign trade, foreign language training and jobs is not amusing at all. Recently, about four out of five new jobs in U.S. manufacturing have come from foreign trade. American business, however, accounts for only about 10 percent of the $2 trillion global export market. The number of U.S. workers who have jobs with foreign owned companies has risen to over 2.5 million. The facts are obvious; if we can't sell what we produce, then it's time to find out why and take action.

At a 1981 congressional hearing, a Defense Department official reported that 50 percent of the Department's personnel in language-related positions lacked the necessary level of language competence--wasting valuable time and tax dollars in training personnel in subjects they should already know. This is not an isolated experience in the U.S. government.

Why don't our graduates possess foreign language skills? Less than 1 percent of our nation's elementary school students study more than two years of foreign language; about 9 percent of our college students study foreign languages. The result is that there has been a 44 percent drop in the number of college students enrolled in foreign language classes. Our educational system is just not producing graduates who are proficient in foreign languages. And we are all to share the blame for this grave situation.

But let's not wallow in self-pity or try to find excuses. We have identified the need for foreign language competency in the areas of politics, economics, and cultural affairs. The 1979 report of the President's Commission on Foreign Language and International Affairs, Strength Through Wisdom, cited national needs and recommended government action designed to correct weaknesses found. In 1983, A Nation at Risk, a report prepared by the National Commission on Excellence in Education, also stated the need to upgrade foreign language requirements for graduation. Also in 1983, the Louisiana Governor's Commission report cited the strengths and

weaknesses of foreign language programs at all levels. After carefully examining the recommendations contained within the national reports, we, in Louisiana, have scored quite well in that many of the recommended actions for implementing foreign language programs were already well in place or in the process of implementation. Positive steps include the following:

1. The Department of Education, supported by CODOFIL, established summer institutes and programs of intensive study and immersion in Belgium, France, and Quebec for French teachers at all levels.
2. Institutes and programs in Belgium, France, and Quebec offer advanced language training for high school students with documented competency in French.
3. Act 714 of 1975 authorizes school systems to establish, as part of the general curriculum, the teaching of French in grades 1-12.
4. Beginning in 1982-83, the Louisiana Department of Education helped establish an alternative High School for Foreign Languages and International Studies to serve as a model toward revitalizing interest in advancing language and international studies in addition to regular courses.
5. The State is promoting and funding French language programs by radio and television.
6. The State has used to its advantage the knowledge and expertise of professionals in second language instruction from Belgium, France, and Quebec.
7. The Board of Elementary and Secondary Education voted to require second language study for all academically able students in grades 4-8, and recommended three units of foreign language at the secondary level for college-bound students.
8. A new guide outlining a five year articulated program of instruction for grades 4 through 8 is available. Skills are categorized by objective; and evaluation of student achievement includes an oral proficiency component.
9. The Board of Elementary and Secondary Education has adopted new procedures for foreign language certification, (grades 1-12), which includes an oral proficiency component.

Although Louisiana is probably ahead of other states in its efforts to promote second language study, serious deficiencies still exist, including the following:

1. The evidence of serious problems in the program of French as a second language in grades 1-12 includes, but is not limited to: the lack of obtainable goals or objectives;

the failure of principals, counselors, and teachers to recognize and give priority to French as an academic subject; the shortage of qualified foreign language teachers; and the low standards of students expectations;

2. The lack of qualified foreign language supervisors in all but a few of the school districts, resulting in a severe loss in the ongoing quality of foreign language teaching;
3. The fact that classroom teachers certified to teach in Louisiana's schools are not required to study a foreign language and culture;
4. The lack of interest and support for foreign language studies among many school administrators, counselors, and teachers of disciplines other than foreign languages;
5. The lack of opportunities for teachers to have inservice training to maintain and improve their foreign language proficiencies;
6. At the college level, insufficient use of the target language in foreign language courses;
7. Insufficient recognition in terms of promotion and tenure for college faculty who stress oral language proficiency as a primary objective of foreign language education rather than literary analyses;
8. The minimal use of the French language or other second language outside the academic setting;
9. Inadequate financial support to State agencies responsible for programs of French and other second languages and cultures at all levels; and
10. The lack of public awareness of the importance of foreign languages as marketable skills.

Fellow educators, now is the time, when national interest is focused on foreign languages and their impact on this nation's political and economic well-being, to ask what we can do to endow our children and future generations with a necessary language skill to survive on this ever-shrinking globe.

Life in the 1980s is more complicated than it was in the 1950s, and it will be even more complicated in another 20 years. Our current elementary and secondary students will be the nation's leaders as we move into the twenty-first century. If these students are to be equipped for their roles, everyone with responsibilities for making decisions that affect foreign language instruction must set priorities for their resources to support and improve programs.

FRENCH AS A SECOND LANGUAGE PROGRAM

ADDENDA ITEMS III. GOAL OF THE LOUISIANA FRENCH AS A SECOND LANGUAGE PROGRAM

A. To provide Louisiana elementary public school children the opportunity of attaining proficiency in French as a second language through a continuous progress program that will articulate with secondary programs. Second language instruction in the primary grades (1-3) will be offered at the discretion of the local school district.

Beginning in the 1985-86 school year, an articulated foreign language program in grades 4 through 8 shall be required for academically able students, and shall be optional for all others.

B. Objectives to meet Program Goal

1. The program will follow general time requirements as outlined:

Grade Range	Frequency per Week	Minutes per Period
1-3 (optional)	5	30
4-6	5	30
7-8	3	50
9-12	5	50

2. The program will adhere to measurable performance objectives for the four basic skills: i.e., listening, speaking, reading, and writing, supported by specific linguistic content, instructional activities, and resource materials.

3. The program will include a cultural component emphasizing Louisiana's unique French heritage.

4. The program will allow for evaluative techniques which will take into account the individual student's progress toward performance objectives and standardized tests, and interviews to determine oral proficiency.

FRENCH AS A SECOND LANGUAGE PROGRAM

ADDENDA ITEMS IV. PROGRAM DESCRIPTION

A. OVERVIEW

1. Demographic Statistics

The French as a Second Language Program is primarily designed for elementary school children in grades 3-8. The goal of the program is to teach French language arts and francophone culture to English-speaking children. Instructors for the program include 119 Foreign Associate Teachers from Belgium, France, and Quebec, as well as 150 Louisiana-certified Second Language Specialists. This year there are 31 local school systems, or nearly one-half of the State, participating in this program, and more than 60,000 students are enrolled in these classes.

2. Parish Contract

For the 1984-85 school year, those school systems presently offering foreign language programs in the elementary grades (1-8) may either (a) continue to follow scheduling procedures under Bulletin 741 of 1977, or (b) elect to follow the scheduling procedure contained in the 360 minute instructional plan in the 1984 revision of Bulletin 741.

It is understood that students in grades 3-6 will receive second language instruction on a daily basis to provide them with a sequential program of instruction and continuity of second language development. In grades 7 and 8 and in departmentalized classes at the middle school or junior high level, students may receive instruction for a minimum of three times per week for not less than 50 minutes per class period in lieu of 30 minutes per day, 5 days per week. It is requested that, when possible, a separate classroom be provided for the Second Language Teacher(s) (ATF/SLS). Second Language Teacher(s) (ATF/SLS) with separate classrooms may be assigned duty as are the regular classroom teachers.

3. Associate Teacher Contract

Foreign Associate Teachers will be scheduled for a maximum of 250 minutes of instruction. In addition, 60 minutes should be set aside daily for class preparation. Class periods should be assigned a minimum of 30 minutes or a maximum of 50 minutes duration, with no more than 8 classes per day. Assignments will be limited to a maximum of two schools, and the Foreign Associate Teachers will be provided ample storage space for instructional materials, as well as an area for planning. Second language personnel will be afforded released time to attend periodic inservice meetings as scheduled by the Louisiana Department of Educaiton.

ADDENDA ITEMS

B. Administrative Organization

1. Sector Breakdown

At the local level, a supervisor is in charge of the French program in each participating parish, and along with the school principal, sets up class schedules for the teachers. Of course, the superintendent of the parish and the local school board members are ultimately responsible for the total educational program in the parish.

Several parishes are then grouped into sectors. Foreign consultants from Belgium, France, and Quebec assist the local authorities with the French instructional program and personnel, and serve as liaisons with the Department of Education and CODOFIL to assure continuity of the program guidelines throughout the State.

2. Regional Map

Sectors are then grouped into regions which are supervised by Department staff supervisors. At the State level, the Section Chief and Coordinator of Foreign Languages and Bilingual Education are ultimately responsible for the administration of the program. They collaborate with the foreign governments of Belgium, France, and Quebec to provide a comprehensive French instructional program for Louisiana.

The Department of Education staff members are responsible for the following:

a. To assist parish supervisors in planning the French as Second Language Program for the current school year;
b. To assist in the selection and placement of Foreign Associate Teachers and to conduct an orientation program for them (prior to the assumption of teaching responsibilities by the Associate Teachers of French);
c. To attend meetings of parish supervisors and principals to review program goals and regulations for the current school year;
d. To make monitoring visits with foreign educational consultants to Associate Teachers of French throughout the school year;
e. To set up inservice programs for the Associate Teachers of French as needed;

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f. To work with foreign educational consultants in arranging for field-testing of new curricula established for the French as a Second Language Program;
g. To maintain active records of class visits, inservice programs, etc.;
h. To provide technical assistance to the Second Language Specialists (full-time and part-time) at both the sector and parish levels;
i. To assist parish supervisors and principals in the evaluation of the Second Language Specialists;
j. To assist both Associate Teachers of French and Second Language Specialists in preparing basic materials of instruction as well as supplementary activities to support the basic skills development;
k. To coordinate Second Language Specialist inservice programs during the scholastic year and summer study programs for teachers and local school administrators.

The Foreign Educational Consultants are responsible for the following:

a. To assist, if needed, with the orientation for Associate Teachers of French in the country of origin;
b. To participate in the orientation program for Associate Teachers of French in Louisiana prior to September 1;
c. To assist parish supervisors in the placement of Associate Teachers of French in the schools of the parish and with the installation of the Associate Teachers of French within the community;
d. To establish a good working relationship with the local school principals and to assist them in scheduling French classes as well as scheduling monitoring visits to Associate Teachers of French and/or Second Language Specialists in their schools;
e. To arrange with parish and SDE supervisors inservice meetings of Associate Teachers of French and/or Second Language Specialists of the parish, and to be on call to provide technical assistance to all French teachers (ATF/SLS) in the sector, upon request;
f. To coordinate with the SDE and parish supervisors the evaluation of the instructional programs and of foreign personnel within the parishes of the sector;
g. To assist in the development of curricular materials and in the evaluation of student progress;
h. To select, with the SDE and parish supervisors, model schools for field-testing the revised curriculum;

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i. To provide to the SDE quarterly work projections and reports of program review visits and to CODOFIL monthly travel statements and all pertinent statistical data;
j. To attend all meetings pertinent to the French as a Second Language Program at the local, sector, and state levels.

In addition to the pedagogical activities cited above, the Conseillers Pedagogiques and the Attachés Linguistiques provided by the participating foreign governments coordinate cultural activities to promote and support Francophone culture in Louisiana. They may be assigned duties by the representatives of their respective governments beyond those required for the ongoing educational programs in their assigned sectors.

The Attachés Linquistiques, because of their specialized training, will coordinate the training and/or retraining of Louisiana teachers of French with the SDE and the Consortium of Louisiana Universities and Colleges.

NOTE: The Assistants Pedagogiques are responsible to the SDE Coordinator of Foreign Languages for the tasks listed above.

The Parish Supervisors are responsible for the following:

a. To determine school assignments in consultation with State Department staff and foreign consultants to ensure continuity of instruction in compliance with program guidelines;
b. To assist the Associate Teacher(s) of French in finding temporary and/or permanent housing in settling into the local communities of the parish;
c. To ensure that all arrangements for salary payments for Associate Teachers of French have been made, including any remuneration from local funds for mileage resulting from travel if the teachers work in more than one school. If an Associate Teacher of French or a Resource Teacher has been granted a permanent resident visa, his/her salary is subject to withholding taxes, and he/she should be furnished with a W-2 form at the end of the year;
d. To make sure that the Associate Teachers of French understand the rules and regulations of the school system;

ADDENDA ITEMS

4. Attendance Form

e. To ensure that the foreign personnel fulfill all contractual obligations;
f. To inform the State Department regional supervisor of any problem situations;
g. To ensure that excessive tardiness or absences on the part of the Associate Teacher of French will be reported to the State Department regional supervisor and to CODOFIL;
h. To ensure that Foreign Associate Teachers are provided released time to attend periodic inservice meetings.

The School Principals are responsible for the following:

a. To integrate second language instruction into the total educational program of the school;
b. To prepare class schedules of Second Language teachers (ATF/SLS) prior to August 15;
c. To see that the Associate Teachers of French understand and follow the rules and regulations of the school. His/her attendance at faculty meetings (before and after school hours) may be required by the principal;
d. To notify the parish supervisor of prolonged or unauthorized absences and/or excessive tardiness of Associate Teachers, as these are just causes for dismissal;
e. To arrange for released time for Foreign Assistant Teachers in order for them to attend inservice meetings scheduled during the school year.

C. Provisional Skills Progression Guide

5. Instructional Materials

The Provisional Skills Progression Guide was prepared for use in the five-year sequential program of second language instruction for academically able students in grades four through eight mandated by the Board of Elementary and Secondary Education. The guide is being used in those parishes with existing second language programs.

This guide does not supplant the various methods of teaching French which are presently being used in schools throughout the State. It supports present efforts, while focusing on three concepts of paramount importance to the Louisiana Department of Education:

a. Minimum Competency,
b. Communication Skills Acquisition, and
c. Accountability.

ADDENDA ITEMS

The Foreign Language Staff of the Department of Education and the foreign consultants provided by the governments of France, Belgium, and Quebec are available to work with you throughout the school year in field-testing this guide.

D. Oral Proficiency Interviews

In the past, evaluation of the French instructional program has emphasized achievement tests as a means of measuring a student's knowledge of the language. With the development of the Skills Progression Guide, new emphasis is being placed on a student's proficiency, or ability to use the language in dialogue. The extent of the student's ability to communicate is limited to those situations corresponding to the needs and interests of francophone children of the same age.

Although oral interaction has been a major goal of foreign language teaching for at least the past 25 years, the testing of speaking ability has been almost entirely absent from both classroom and evaluation instruments. The purpose of the Oral Proficiencey Interview is to directly relate teaching and curricula to measurable outcome. It is not an isolated exercise, but rather an integral part of a program designed to build oral facility.

ADDENDA ITEMS V. GROWTH AND EXPANSION

A. Elementary Immersion Program

The elementary immersion program offers children the opportunity to achieve mastery of their school subjects to a degree equivalent to that of elementary children not participating in this program and, at the same time, to become substantially fluent in the French language. Instruction in all subject areas, except music and physical education, is given in the French language, and the emphasis is on learning subject matter. This program includes a provision for language arts development in English. Children are admitted into the program on a first-come, first-served basis.

B. Alternative Program for Foreign Languages and International Studies

The International High School is a secondary program designed to offer qualified students an alternative program of studies geared toward increased fluency in French as well as offering them an introduction to the international marketplace.

Each school is staffed by a Louisiana certified secondary teacher of French and social studies and a Foreign Associate Teacher of French with a background in economics and/or international business. Course work will consist of one three-hour block which includes intensive courses in advanced level (III or IV) French, a world history course, and an international economics course, all taught in French. The program is open to junior or senior level students who have completed at least two years of high school French. Scholarship opportunities for study abroad are also included in this program.

C. University Teacher-Training Program

One aim of the French as a Second Language Program is to gradually replace the Foreign Associate Teachers with Louisiana trained specialists. To meet this goal, the Louisiana Department of Education worked with colleges and universities to sponsor an inservice teacher-training program to certify teachers as Second Language Specialists. This program has served Louisiana well as an interim program.

ADDENDA ITEMS

6. Certification Requirements-1984

At its June meeting, the Board of Elementary and Secondary Education adopted new requirements for certification in foreign language, which includes an all-level certificate (grades 1-12). Options are available to secondary foreign language teachers and elementary teachers who are already certified.

7. Certification Requirements-1983

Two objectives of the certification requirements adopted in 1983 are oral proficiency in order to conduct classes in French, and a knowledge of second language techniques and methods using existing materials. Summer courses allow the participants to be totally immersed in language and culture while attending a foreign university.

D. Foreign Study Programs

Summer study programs are co-sponsored by CODOFIL, the Louisiana Department of Education, and the governments of France, Belgium, and Quebec. These programs are designed to meet the needs of school administrators, elementary and secondary French teachers, and high school and university French students.

A limited number of full-year scholarships are offered to selected university students from the 22 universities participating in the CODOFIL Consortium. Candidates are interviewed and selected by the Academic Advisory Board, composed of the heads of university foreign language departments, the President of the State's Foreign Language Teachers Association, and the Foreign Language Coordinator of the State Department of Education.

ADDENDA ITEMS VI. COMPONENTS OF LOUISIANA'S FRENCH AS A SECOND LANGUAGE PROGRAM

A. Commitments of Support

1. From a support agency or special interest group (non-profit)
   Example: CODOFIL
2. From the State Education Agency
   Example: Louisiana State Department of Education
3. From the governing boards of education
   Example: State Board of Elementary and Secondary Education
4. From the Local Education Agency
   Example: Those parishes participating in the French as a Second Language Program
5. From the State Legislature in the form of legislative action
   Example: Act 714
6. Funding from both the State Education Agency and the Local Education Agency

B. Definition of Terms

1. Second Language - Any language other than the child's home language. This would include English for students whose home language is other than English.
2. Second Language Specialist - A regularly certified elementary classroom teacher or a certified secondary teacher of foreign language who has completed the Second Language Specialist training program and has been certified by the Director of Higher Education and Teacher Certification.
3. Second Language Specialist, Full-Time - A certified Second Language Specialist itinerant in one or more schools with a full teaching schedule of second language classes.
4. Second Language Specialist, Part-Time - A regularly assigned classroom teacher who teaches one or more classes of a second language in addition to his/her regular assignment. A part-time Second Language Specialist can teach up to three 20-minute classes in addition to his/her own class by "swapping off" or exchanging with other classroom teachers for art, music, physical education, or other enrichment programs.

ADDENDA ITEMS

5. Second Language Specialist, Secondary Level - A certified secondary teacher of foreign languages who has completed the Second Language Specialist training program and has been certified as a Second Language Specialist. This teacher can be utilized in grades 1 through 12. Regularly assigned foreign language teachers are eligible for the Second Language Specialist increment only after completing the Second Language Specialist Program and gaining certification as a Second Language Specialist.

C. Points to be Considered in Planning the Second Language Program

1. Second language(s) to be offered - (As requested by the Local Education Agency)
2. Grade level in which the second language is to be offered and number of sections - In compliance with Act 714 (R.S. 17:273), second language instruction that is offered in the primary grades (1-3) is at the discretion of the local school district. Beginning in school year 1985-86, an articulated elementary foreign language program in grades 4 through 8 shall be required for academically able students, and shall be optional for all others. Implementation of the program shall begin with grade 4 in school year 1985-86 and extend upward at least one grade each year.
3. Supervision - At the local level, the school system should designate a person or persons to be responsible for coordinating second language programs for the system. At the State level, the professional staff of the Foreign Language Section, State Department of Education, will assist the local school systems with all aspects of second language programs.
4. Instructional staff - Act 714 (R.S 17:273) states: "Instructors in a second language would be regularly assigned certified (Foreign Language) teachers at the secondary level (grades 9-12) or certified Second Language Specialists in the elementary grades 1-8, itinerant in one or more schools, and/or Foreign Associate Teachers selected and approved by the State Department of Education in cooperation with other appropriate state agencies."

ADENDA ITEMS

D. Staffing Plans

1. Using Foreign Associate Teachers from country of origin under an IAP-66-J1 visa renewable up to three years, until such time as Louisiana Second Language Specialists assume the program.

   A monitoring staff of foreign educational consultants is used to support the instructional program. School systems planning to use Foreign Associate Teachers must agree to the perfor- mance responsibilities contained in this handbook.

2. Using certified Second Language Specialists full-time and/or part-time.

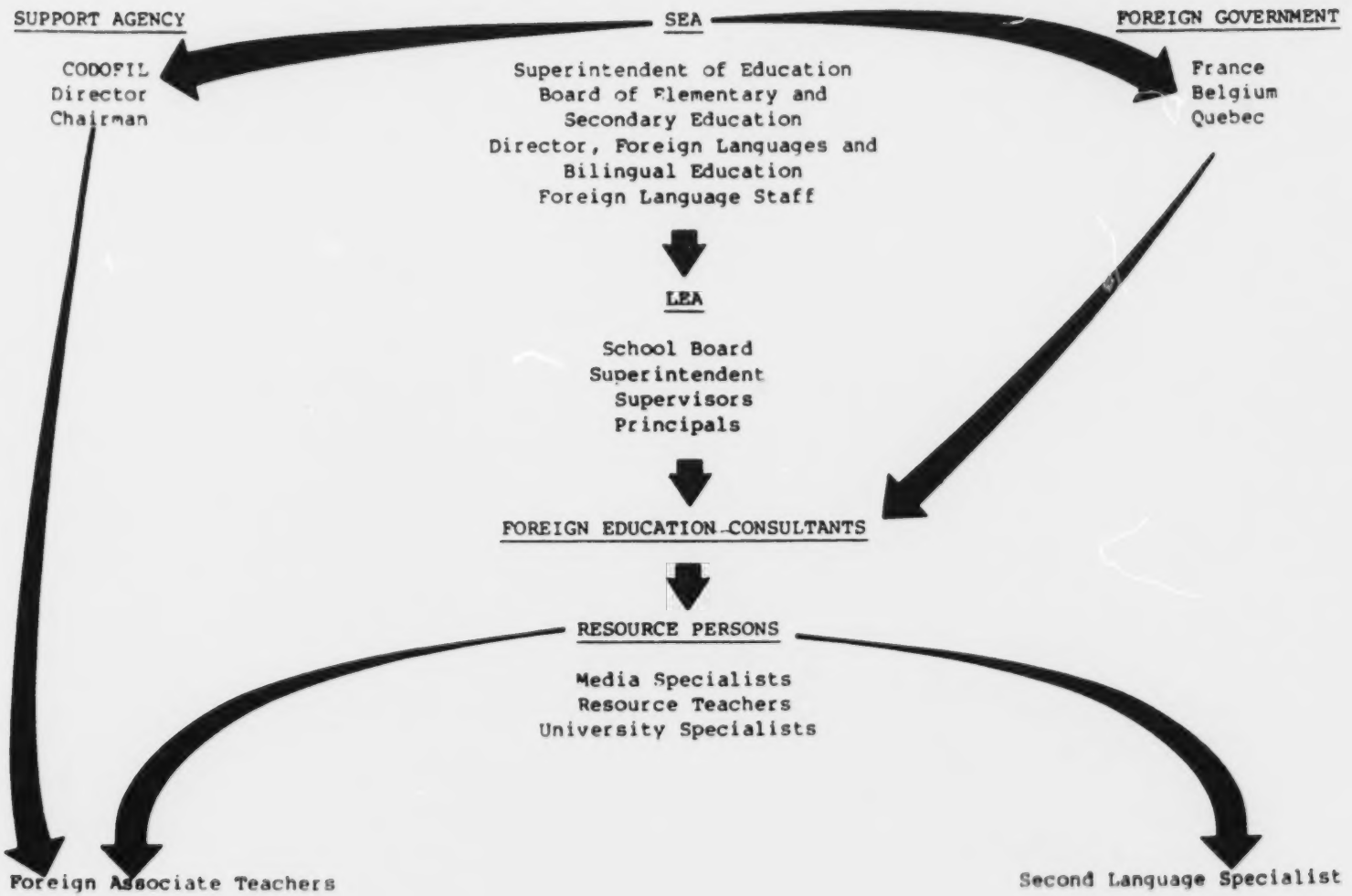
   The State will provide the minimal State salary and Second Language Specialist increment for these teachers, and the parish will be responsible for the local salary differential. The school system must submit to the Director of State School Finance, the name, highest degree held, years of experience, teacher certification number, and date of Second Language Specialist Certification for each full-time teacher. The school system need only submit the names and proposed teaching schedules for part-time Second Language Specialists, as the system will continue to pay these teachers as regularly assigned classroom teachers and the Second Language Specialist increment will be paid by the State.

3. Using a combination of Foreign Associate Teachers and Second Language Specialist teachers to provide for a continuous second language program in grades 1-12.

   The associate teachers shall be monitored by a local supervisor, a foreign consultant, and a Department of Education staff member. The foreign consultants will assist the Second Language Specialist, upon request, with curriculum development. Second Language Specialist teachers will assist the foreign personnel with incorporating Louisiana's cultural heritage into the basic French instructional material used in the program.

LOUISIANA PLAN

FRENCH AS A SECOND LANGUAGE PROGRAM



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Act No. 714

Senate Bill No. 639

By: Mr. Mouton, Chairman, Senate Committee on Education, Health and Welfare (Substitute for SB No. 209 by Mr. Mouton), and Representatives Bares, M. J. LaBorde, J. Jackson, D'Gerolamo, Anzalone, Leithman, Morrison, and Jenkins.

AN ACT

To amend Title 17 of the Louisiana Revised Statutes of 1950, by adding thereto a new Section, to be designated as R.S. 17:273, to authorize each parish or city school board to establish, as a part of the general curriculum, the teaching of a second language in grades one through twelve; to provide a procedure for petitioning a parish or city school board for the inclusion of the teaching of a second language in the general curriculum of a particular school or schools when the governing authority of the school fails to establish such a program; to establish the procedure for exempting students from the second language program; to authorize and require the State Board of Elementary and Secondary Education to establish guidelines, regulations, and policies to implement such a program; and otherwise to provide with respect thereto.

Be it enacted by the Legislature of Louisiana:

Section 1. Section 273 of Title 17 of the Louisiana Revised Statutes of 1950 is hereby enacted to read as follows:

§273. Second languages; teaching in public schools

A. Commencing with the 1976-77 school year, each parish school board and city school board in the state is hereby authorized to establish as a part of the general curriculum of instruction the teaching of a second language. The second language curriculum shall be so established as to include a program extending upward through all grades, commencing in the first grade and extending upwards to the twelfth grade, in a well-articulated, sequential manner so as to afford all school children in the state the opportunity of attaining proficiency in a second language.

B. (1) If a parish or city school board does not establish a second language program by May 30, 1976, such a program shall be required upon presentation of a petition requesting the instruction of a particular second language. The petition shall be addressed and presented to the parish or city school board and shall request the instruction to be in a particular school. It shall contain the signatures of at least twenty-five percent of the heads of households of students attending a particular school within the jurisdiction of the parish or city school board. The superintendent of the parish or city schools shall determine the required number of signatures needed for each school and shall certify whether or not a petition contains the necessary number of signatures. Parents may petition to initiate second language programs in elementary schools, junior high schools, and senior high schools.

(2) Upon receiving a certified petition, the parish or city school board shall establish the teaching of the designated second language in said school as a part of the general curriculum of instruction. The instruction of the second language shall be developed to include the teaching of the language in each grade of said school in a well-articulated and sequential manner so as to afford to the student the opportunity of attaining proficiency in the designated second language. Any student shall be exempted from the second language program upon request of the parent or guardian. The parent shall direct this requst to the principal of the school or to the superintendent of the parish or city school system.

(3) Instructors in a second language would be regularly assigned certified teachers at the secondary level or certified second language specialist teachers in the elementary grades one through 8, itinerant in one or more schools and/or foreign associate teachers selected and approved by the State Department of Education in cooperation with other appropriate state agencies. A second language specialist teacher with a full schedule of second classes could not be counted in the pupil-teacher ratio in the school of assignment, but would be counted as an additional teacher.

(4) The cost of implementing a second language program at the secondary level (junior and/or senior high schools) will be borne by the local school system. The cost of implementing second language programs in the elementary grades over and beyond the base salary of a regularly assigned teacher will be paid from state funds appropriated as a part of the total education budget of the State Department of Education.

C. The State Board of Elementary and Secondary Education shall establish guidelines, regulations, and policies for the implementation of a comprehensive curriculum in a second language in a well-articulated sequential manner in order to carry out the intent of this section.

Section 2. If any provision or item of this act or the application thereof is held invalid, such invalidity shall not affect other provisions, items or applications of the Act which can be given effect without the invalid provisions, items or applications, and to this end the provisions of this Act are hereby declared severable.

Section 3. All laws or parts of laws in conflict herewith are hereby repealed.

Approved by the Governor: July 17, 1975.

Published in the Official Journal of the State: August 21, 1975.

A true copy:

WADE O. MARTIN, JR.
Secretary of State.

SENATE CONCURRENT RESOLUTION No. 161
By Messers. Brinkhaus and Bares:

A CONCURRENT RESOLUTION

To urge and request the governor of Louisiana to establish a Commission on French as a Second Language to review the status of French language instruction at all levels of education within the state of Louisiana.

WHEREAS, by Act 409 of 1968 the Louisiana Legislature created the Council for the Development of French in Louisiana with powers to do any and all things necessary for the development, utilization and preservation of the French language in the state of Louisiana and for the cultural, economic and tourist benefit of the state; and

WHEREAS, by Act 714 of 1975 the Louisiana Legislature called for the establishment of a comprehensive curriculum in a second language in all grades of the public school systems of Louisiana; and

WHEREAS, the training of Louisiana teachers leading to certification to teach French in the elementary and secondary levels is the responsibility of the institutions of higher education; and

WHEREAS, significant state resources are required to maintain a well-articulated, sequential program in French language and culture in the public school systems of Louisiana; and

WHEREAS, in 1979 the President's Commission on Foreign Languages and International Studies reported: "American's incompetence in foreign languages is nothing short of scandalous, and is becoming worse"; and

WHEREAS, the Presdent's Commission believes that our lack of competence in foreign language diminishes our capabilities in diplomacy, in foreign trade, and in our national security; and

WHEREAS, the President's Commission emphasizes the need for a comprehensive foreign language policy; and

WHEREAS, the President's Commission recommends that each state establish a system to review and assess its current foreign language programs and to make recommendations for their improvement; and

WHEREAS, the chairman of CODOFIL and the State Superintendent of Education view as a priority concern the failure of schools and colleges to teach languages so that students can communicate in them; and

WHEREAS, the effectiveness of French as a second language program in the State of Louisiana should be reviewed, studied and evaluated; and

WHEREAS, the chairman of CODOFIL and the Louisiana State Superintendent of Education believe that an evaluative report of the Louisiana program of French as a second language is timely and appropriate and should include recommendations that result in quality and meaningful programs in French instruction.

THEREFORE, BE IT RESOLVED by the Senate of the Legislature of Louisiana, the House of Representatives thereof concurring, that the Governor of Louisiana be urged and requested to establish a Commission on French as a Second Language, said Commission to consist of the chairman of CODOFIL, the Louisiana State Superintendent of Public Education, the chairmen of the House Standing Committee on Education and the Senate Standing Committee on Education, the president of the Louisiana School Boards Association and the heads (or their designees) of the various boards which govern education in Louisiana (State Board of Elementary and Secondary Education, Board of Regents, Board of Trustees for State Colleges and Universities, Board of Supervisors of Louisiana State University, and Board of Trustees of Southern University).

BE IT FURTHER RESOLVED that the Commission on French as a Second Language be authorized to employ or retain nationally recognized persons as consultants in French as a Second Language.

BE IT FURTHER RESOLVED that said Commission on French as a Second Language be charged with the responsibility to study in depth French language instruction at all levels in the state of Louisiana, including but not limited to the Louisiana local public school systems, the Louisiana Department of Education and the institutions of higher education, and to review the policies establishing and regulating French instruction as a second language established by the various boards governing education.

BE IT FURTHER RESOLVED that the various boards governing education, parish school boards and superintendents and the Louisiana Department of Education shall cooperate in whatever manner deemed necessary.

BE IT FURTHER RESOLVED that a copy of this Resolution be forwarded to the sixty-six school boards, the Board of Regents, the Board of Trustees for State Colleges and Universities, the Louisiana State University Board of Supervisors and the Southern University Board of Supervisors.

BE IT FURTHER RESOLVED that the report of the Louisiana Commission on French as a Second Language be forwarded to the Governor of Louisiana, members of the Louisiana Legislature, the Louisiana Superintendents Association, the Louisiana School Boards Association, CODOFIL and the heads of the various boards governing education in Louisiana.

The above resolution was read by title.

Lies over under the rules.

RULES SUSPENDED

Mr. Brinkhaus asked for and obtained a suspension of the rules for the purpose of considering the above resolution at this time.

On motion of Mr. Brinkhaus the resolution was referred to the Committee on Education.

Regular Session, 1983

SENATE CONCURRENT RESOLUTION No. 60 --

By Messers. Bares, Picard, Brinkhaus, Newman, Chabert, Guarisco, Decuir, Nicholson, Randolph, Saunders and McLeod

A CONCURRENT RESOLUTION

To Commend the Commission on French as a Second Language and to accept its report; to urge, request, and recommend strongly to appropriate boards, agencies, and individuals involved with educational responsibilities to devise ways and means to meet the commission's recommendations; to urge and request the governor to extend the term of the Commission on French as a Second Language, and to request the commission to prepare for the legislature a bill to be cited as the Louisiana Foreign Language Improvement Act.

WHEREAS, the President's Commission on Foreign Languages and International Studies reported: "America's incompetence in foreign languages is nothing short of scandalous, and is becoming worse"; and

WHEREAS, the President's Commission recommended that each state establish a system to review and assess its current foreign language programs and to make recommendations for their improvement; and

WHEREAS, Senate Concurrent Resolution No. 161, of the 1980 Regular Session of the Louisiana Legislature, established the Commission on French as a Second Language; and

WHEREAS, the commission undertook the task of reviewing the status of French language instruction at all levels; and

WHEREAS, the commission, in pursuit of the mandate of the Resolution conducted four public hearings, studied pertinent literature and research, and made inquiries through questionaires and surveys to collect data and information; and

WHEREAS, the commission cooperated with and supported an evaluation of the French baccalaureate programs in the colleges and universities conducted under the direction and supervision of the Board of Regents; and

WHEREAS, many of the recommendations of the statewide review committee of the French baccalaureates study are included in the commission report; and

WHEREAS, the commission recognizes more time is needed to study comprehensively, and in depth the entire elementary and secondary instructional program, its administration, supervision and, above all, the end products; and

WHEREAS, the commission assigned a task force of knowledgeable foreign language educators, representing elementary through graduate French instructional programs, to review and submit a report to the commission; and

WHEREAS, the task force after much deliberation stated: "It believes that only through vigorous and unqualified support of all entities of the state of Louisiana--the governor, the legislature, the Board of Regents, the management boards of higher education, the State Board of Elementary and Secondary Education, the Department of Education, the offices of the superintendents of the sixty-six school districts, the Commission on French as a Second Language, the Council for the Development of French in Louisiana, supervisors, principals, teachers, parents, professors--can the objectives of the report be reached"; and

WHEREAS, the commission approved and submitted to the governor and legislature a comprehensive, appropriate, and timely report which includes recommendations for quality and meaningful programs in French instruction.

THEREFORE, BE IT RESOLVED by the Senate of the Louisiana Legislature, the House of Representatives thereof concurring, that the Commission on French as a Second Language be and is hereby commended for its excellent and detailed report to the governor and the Louisiana Legislature on Louisiana's appraisal of its French language instruction.

BE IT FURTHER RESOLVED that members of the commission be and are hereby commended for their ceaseless and untiring efforts and their devotion to professional integrity to obtain pertinent data and information through various means, and from the resources prepared recommendations for improving instruction in French and other foreign languages in the schools and universities of Louisiana in the interest of achieving a higher degree of excellence in education in our state; and

BE IT FURTHER RESOLVED that the Louisiana Legislature meeting in regular session herewith accepts the commission's report; and

BE IT FURTHER RESOLVED that while recognizing and acknowledging that the implementation of steps aimed at the improvement of instruction in French and other foreign languages and in higher levels of achievement in these subjects is the prerogative and responsibility of the State Board of Elementary and Secondary Education, the Board of Trustees of State Colleges and Universities, the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College, the Board of Supervisors of Southern University and Agricultural and Mechanical College and the Board of Regents, it is nevertheless important that the appropriate boards, agencies, and individuals responsible for the quality of the state's educational endeavors take the commission's recommendations seriously and devise ways and means for moving in the direction they point; and

BE IT FURTHER RESOLVED that the governor is hereby urged and requested to extend the mandate of the Commission on French as a Second Language, with appropriate charges not in conflict with responsibilities assigned in the constitution to the various education boards and the Department of Education; and

BE IT FURTHER RESOLVED that in reconstituting the membership of the commission, the chairmen of the Senate and House education committees may appoint a member of their respective legislative body to serve as their designee.

BE IT FURTHER RESOLVED that the commission in cooperation with the support of the various boards governing education in Louisiana and the Louisiana Department of Education prepare, for introduction at the 1984 Regular Session of the Louisiana Legislature, a bill which may be cited as the Louisiana Foreign Language Improvement Act.

BE IT FURTHER RESOLVED that a copy of this Resolution be transmitted to the governor, the presiding officers of the Board of Regents, the Board of Trustees of State Colleges and Universities, the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College, the Board of Supervisors of Southern University and Agricultural and Mechanical College, the Board of Elementary and Secondary Education, and the State Superintendent of Education.

Regular Session, 1983

SENATE CONCURRENT RESOLUTION No. 61 —

By Messers. Bares, Picard, Brinkhaus, Newman, Chabert, Guarisco, Decuir, Nicholson, Randolph, Saunders and McLeod and Representative Theriot

A CONCURRENT RESOLUTION

To urge and request that all boards, agencies, educational institutions, and individuals charged with the responsibility of education foster and promote the linguistic origins of this state and to evidence that the legislature of Louisiana subscribe to the position that all citizens of Lousiana shall not have abridged their rights and opportunities to become as proficient as possible in a second language of tneir choice and that giving priority to the education of Louisianians to become literate bilinguals is a basic educational objective.

WHEREAS, the report of the President's Commission on Foreign Languages and International Studies refers to America's incompetence in foreign languages as "nothing short of scandalous" and further states that "nothing less is at issue than the nation's security"; and

WHEREAS, recent adverse diplomatic, political, and economic events faced by Americans in the international scene forcefully dramatizes the severe language handicaps imposed upon their efforts to cope with international issues by this nation's default in foreign language education; and

WHEREAS, Louisiana's Commission on French as a Second Language concurs with the position of the President's Commission, and further believes that all agencies charged in any measure at any level with education in Louisiana and the citizenry in general must continue to provide leadership to overcome evident deficiencies which exist in our second language competency already adversely affecting both national and Louisiana interests; and

WHEREAS, in a world which no longer takes American supremacy for granted, the President's commission believes that in order to enhance our nation's capabilities, the mastery of a second language and an international perspective are indispensible to the children and youth of our great democracy; and

WHEREAS, there has been an increasing decline in the study of foreign languages, particularly French, in Louisiana and a considerable reduction in the number of teachers certified in foreign languages; and

WHEREAS, present and future generations of Louisianians must be given every opportunity to develop fully their communications capability in the acquisition of full competence in a second language; and

WHEREAS, giving priority to second language studies can improve the quality of the schools' curricula while substantially satisfying the public's demand for greater emphasis on rigor and competency; and

WHEREAS, the Constitution of Louisiana states: "The right of the people to preserve, foster, and promote their respective historic, linguistic, and cultural origins is recognized."

THEREFORE, BE IT RESOLVED by the Senate of the Louisiana Legislature, the House of Representatives thereof concurring, that the Louisiana Legislature affirms its agreement with the support of Article XII, Section 4 of the Constitution of Louisiana and urges and requests that the boards, agencies, educational institutions, and individuals charged with the responsibility of education in Louisiana foster and promote the linguistic origins of the people of this state.

BE IT FURTHER RESOLVED that the Louisiana Legislature subscribes to the position that all citizens of Louisiana shall not have abridged their rights and opportunities to become as proficient as possible in a second language of their choice.

BE IT FURTHER RESOLVED that giving priority to the education of Louisianians to become literate bilinguals, competent to assume leadership roles as professionals and technicians on the international scene, is a basic educational objective.

BE IT FURTHER RESOLVED that the multi-lingual heritage of this great state shall be preserved and nurtured ultimately to gain for Louisiana a principal role among states in meeting this nation's demand for increased international status in diplomacy, business and commerce.

BE IT FURTHER RESOLVED that a copy of this Resolution be transmitted to the governor, the presiding officers of the Board of Regents, the Board of Trustees of State Colleges and Universities, the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College, the Board of Supervisors of Southern University and Agricultural and Mechanical College, the Board of Elementary and Secondary Education, and the State Superintendent of Education.

2.090.06 An articulated elementary foreign language program for 30 minutes daily in Grades 4 through 6 shall be required for academically able students, and shall be optional for all others.

An academically able student is defined as one who is functioning at grade level as determined by the local school system. For special education students identified in accordance with Bulletin 1508, Pupil Appraisal Handbook, the I.E.P. Committee shall determine the student's eligibility to receive foreign language instruction, provided the student is performing at grade level.

Implementation of the articulated foreign language program in grades 4 through 6 shall begin with grade 4 in school year 1985-86 and extend upward at least one grade each year.

GRADES 4, 5, and 6

	PERIODS PER WEEK	MINIMUM TIME	REFER TO BULLETIN:
LANGUAGE ARTS	5	130	1588
MATHEMATICS	5	50	1609
SOCIAL STUDIES	5	45	1601
SCIENCE	5	45	1613
HEALTH AND PHYSICAL EDUCATION	5	30	1596, 1597
MUSIC, ARTS AND CRAFTS	5	30	1586, 1591
INSTRUCTIONAL ENHANCEMENT	5	30	
		360 minutes	

The 30 minutes for instructional enhancement shall be used for foreign language for those systems offering foreign language. All other systems shall use the 30 minutes to enhance the basic skills and English as a Second Language.

English as a Second Language may be offered as a part of Language Arts.

2.090.07 An articulated elementary foreign language program shall be required in Grades 7 and 8 for 150 minutes per week as a part of the Language Arts time for academically able students, and shall be optional for all others.

An academically able student is defined as one who is functioning at grade level as determined by the local school system. For special education students identified in accordance with Bulletin 1508, Pupil Appraisal Handbook, the I.E.P. Committee shall determine the student's eligibility to receive foreign language instruction, provided the student is performing at grade level.

Implementation of the articulated foreign language program in grades 7 and 8 shall begin with grade 7 in school year 1987-88 and grade 8 in 1988-89.

GRADES 7 and 8
(6-Period Day Option)

	PERIODS PER WEEK	MINIMUM TIME	REFER TO BULLETIN:
LANGUAGE ARTS	5	120	1589
MATHEMATICS	5	60	1609
SOCIAL STUDIES (American Studies, Grade 7; La. Studies, Grade 8)	5	60	1604 1605
SCIENCE	5	60	1614, 1643
HEALTH AND PHYSICAL EDUCATION OR HEALTH AND PHYSICAL EDUCATION AND ELECTIVES	5	60	1596, 1597
		360 minutes	

BOARD OF REGENTS

High School Graduation Requirements for The College-Bound Student

Required:

English	4 units
Math	3 units
Science	3 units
Social Studies	3 units
Fine Arts Survey	1 unit
Foreign Language	3 units
Free Enterprise	1/2 unit
Physical Education	2 units
TOTAL:	19 1/2 units
Electives: *	4 1/2 units
TOTAL:	4 1/2 units
Minimum Requirements for Graduation:	24 units

*Computer Science is considered a peripheral course and should not be substituted for any core courses. It should be taken as an elective, if available.

DEMOGRAPHIC STATISTICS
FRENCH AS A SECOND LANGUAGE PROGRAM

	1983-84	1982-83	81-82	80-81	79-80	78-79	77-78	76-77	75-76	74-75	73-74	72-73
Parishes	30	33	31	32	26	26	32	36	34	36	26	20
Schools	262	256	260	186	167	222	176	199	187	201	137	95
Kindergarten	25	70	67	29	22	43	27	21	7	17	10	6
First Grade	43	224	175	105	85	114	103	146	61	159	362	323
Second Grade	144	423	388	281	239	341	309	345	321	495	354	171
Third Grade	417	441	408	417	362	408	348	398	416	419	236	41
Fourth Grade	406	402	380	371	352	366	324	375	317	233	66	4
Fifth Grade	367	380	314	264	266	285	232	229	166	123	20	0
Sixth Grade	158	160	159	135	142	155	116	124	62	47	12	0
Seventh Grade	63	47	47	38	31	15	17	14	3	4	0	0
Eighth Grade	45	36	35	32	25	18	0	2	1	3	0	0
Special Education	0	4	2	0	0	14	2	8	3	0	0	0
Total Classrooms	1,668	2,187	1,976	1,858	1,524	1,618	1,511	1,662	1,363	1,513	1,080	545
Total Pupils	42,310	51,800	51,200	43,644	35,806	35,362	37,001	42,644	35,410	40,000	29,900	16,000
Associate Teachers	135	147	150	204	111	167	178	191	211	232	170	100
SLS Full-Time	145	145	113	90	65	17						
SLS Part-Time	19	19	19	19	19	49						
Resource Teachers	3	11	10	10	8	6						
Foreign Consultants	9	8	8	9	8	10	10	11	9	8	6	7

VOLUNTARY PROGRAM
Complete, If Participating

PARISH CONTRACT
STATE SECOND LANGUAGE PROGRAMS
1984-85
FRENCH

Entered into and agreed upon this date, August 15, 1984, the Parish of _____ requests the services of _____ foreign personnel to work in the State-funded Second Language Programs. It is understood that such personnel will report to the school(s) of assignment on August 30, 1984.

Classes will begin on September 4, 1984, and will end on May 28, 1985.

I. The following financial arrangements are understood and acceptable to us:

A. Breakdown of Cost to the Parish:

The parish shall be responsible for the sum of $1,500 per foreign person (Associate Teacher or Resource Teacher) upon arrival in the parish. This amount constitutes $500 installation and $1,000 cost-of-living increment. Should the foreign person's contract be terminated prior to the end of the school year, the $1,000 increment paid by the parish must be reimbursed to the parish school board on a pro rata basis for the remaining months of the contract (September 1, 1984 - June 30, 1985). This amount will be payable to replacement personnel.

The total amount paid by the parish will be $_____.

B. Amount Payable by the Department of Education:

1. Each Associate Teacher and/or Resource Teacher will receive a salary of $9,000 payable in nine checks of $1,000 (September-May).

2. The parish will receive from State funds $_____ to cover the salary of _____ foreign personnel. This amount will be payable in nine monthly payments of $_____.

C. The May check for all foreign personnel should be payable on or before May 28, 1985.

D. Any funds unexpended for salaries after May 30 will be returned to the State Department of Education prior to June 30, 1985.

II. The parish agrees to abide by the following objectives of the Statewide French as Second Language Program approved by the Board of Elementary and Secondary Education:

A. The local School Board assumes all liability for any and all acts of failure to act by the Foreign Associate Teacher committed or omitted while the Foreign Associate Teacher is providing services to, or performing any task for, the local School Board.

B. The local School Board agrees to hold the State Department of Education and CODOFIL harmless for those acts or failures to act by the Foreign Associate Teacher.

C. The local School Board agrees to insure, defend, and indemnify a Foreign Associate Teacher in the same manner in which it insures, defends, and indemnifies its classroom teachers.

D. For the 1984-85 school year, those school systems presently offering foreign language programs in the elementary grades (1-8) may either (1) continue to follow scheduling procedures under Bulletin 741 of 1977, or (2) elect to follow the scheduling procedures contained in the 360 minute instructional plan in the 1984 revision of Bulletin 741.

E. It is understood that students in grades 3-6 will receive second language instruction on a daily basis to provide them with a sequential program of instruction and continuity in second language development. In grades 7 and 8 and in departmentalized classes at the middle school or junior high school, students may receive instruction for a minimum of three times per week for not less than 50 minutes per class period in lieu of 30 minutes per day, 5 days per week. Should a middle school wish to employ a Foreign Associate Teacher prior to September 4, the local school system agrees to pay a salary of $50.00 per day to the teacher. When foreign personnel are assigned to departmentalized classes, the responsibility for substitute teacher pay rests with the local school system. It is requested that, when possible, a separate classroom be provided for the Second Language Teacher(s) (ATF or SLS). Foreign Associate Teachers with separate classrooms may be assigned duty as are the regular classroom teachers.

F. Foreign Associate Teachers will be scheduled for a maximum of 250 minutes of instruction. In addition, 60 minutes should be set aside daily for class preparation. Class periods should be a minimum of 30 minutes or a maximum of 50 minutes duration, with no more than 8 classes per day. The Foreign Associate Teachers will be provided ample storage space for instructional materials, as well as an area for planning.

G. Assignments will be limited to a maximum of two schools. Travel between the two schools will be defrayed by the local School Board at the rate currently paid by that school system to its regular employees. When two or more teachers travel together, mileage reimbursement will be paid the owner/driver of the vehicle used.

H. All Second Language personnel (ATF/SLS) will be afforded released time to attend periodic inservice meetings as scheduled by the Louisiana Department of Education.

II. The local supervisor will arrange an initial meeting of participating school principals, the Department of Education staff member(s), and the French educational consultant for the sector so that points of the Administrative Guide and curriculum objectives of the program may be reviewed.

A. The Department of Education will expect the parish supervisor to assume the following responsibilities:

1. To determine school assignments in consultation with State Department staff and foreign consultants so as to ensure continuity of instruction in compliance with program guidelines.

2. To assist the Associate Teacher(s) of French in finding temporary and/or permanent housing in settling into the local communities of the parish.

3. To ensure that all arrangements for salary payments for Associate Teachers of French have been made, including any remunerations from local funds for mileage resulting from travel, if the teachers work in more than one school. If an Associate Teacher of French or a Resource Teacher has been granted a permanent resident visa, his/her salary is subject to withholding taxes, and he/she should be furnished a W-2 form at the end of the year.

4. To make sure that the Associate Teachers of French understand the rules and regulations of the school system.

5. To ensure that the foreign personnel fulfill all contractual obligations.

6. To inform the State Department supervisor of the region of any problems.

7. To ensure that excessive tardiness or absences on the part of the Associate Teacher of French will be reported to the State Department supervisor of the region and to CODOFIL.

8. To ensure that Foreign Associate Teachers are provided released time to attend periodic inservice meetings.

B. The Department of Education will expect the participating principals to assume the following responsibilities:

1. To integrate second language instruction into the total educational program of the school.

2. To prepare class schedules of Foreign Associate Teachers prior to August 15, 1984.

3. To see that the Associate Teachers of French understand and follow the rules and regulations of the school. Their attendance at faculty meetings (before and after school hours) may be required by the principal.

4. To notify the parish supervisor of prolonged or unauthorized absences and/or excessive tardiness of Associate Teachers, as these are just causes for dismissal.

5. To arrange for released time for Foreign Associate Teachers in order to attend inservice meetings scheduled during the school year.

We understand that a revised administrative handbook for the French as a Second Language Program will be provided for the superintendent, the supervisor in charge, and all principals involved in the program. We shall direct that the procedures and guidelines therein be followed in all schools.

THOMAS G. CLAUSEN
State Superintendent

Parish Superintendent

President, Board of Elementary and Secondary Education

President of School Board

NOTE: **Associate Teacher contracts vary slightly depending upon nationality (Belgian, French, Quebecois). The French contract is included as an example.**

CONTRACTUAL AGREEMENT

Between the Council for the Development of French in Louisana (CODOFIL) and Mr./Ms. _____ of French nationality, it is stipulated that:

I. GENERAL AGREEMENT

CODOFIL agrees to employ Mr./Ms. _____ in the position of _____ for the 1984-85 school year.

II. CONDITIONS OF EMPLOYMENT

A. Associate Teacher of French (ATF)

1. The Associate Teacher of French (ATF) shall attend the orientation workshop held in Baton Rouge prior to the beginning of his/her teaching assignment, unless previously excused by Louisiana Department of Education (SDE) Director of Foreign Language Programs.

2. The Associate Teacher of French (ATF) is required to teach the French language and francophone culture in a Louisiana educational establishment for the 1984-85 school year. S/he shall serve under the direction, administration and supervision of the local school board, the foreign educational consultant of the sector, and the Louisiana Department of Education supervisor of the region. S/he is ultimately responsible to CODOFIL, the Louisiana Department of Education and the representative of his/her country of origin.

3. The Louisiana Department of Education stipulates that the Associate Teacher of French will be assigned a maximum of 250 minutes of daily teaching time. As Louisiana students must receive instruction for a minimum of 30 minutes daily or 50 minutes a minimum of 3 times per week, no more than eight (8) classes will be taught per day, unless mutually agreed upon by the Associate Teacher of French and his/her principal with the approval of the representative of his/her country. In addition, the

schedule will include one hour of preparation time per day. The Associate Teacher of French will be expected to maintain a daily plan book, a pupil skills progression record by grade, and an outline of the year's projected work. The teacher is required to adhere strictly to his/her school's schedule and regulations. His/her attendance at faculty meetings (before or after school hours) may be required by his/her responsible school authority.

4. In grades 3-8 the Associate Teacher of French will be assigned, whenever possible, a separate classroom, so as to provide for continuity of instruction and continuous progress of participating students. An Associate Teacher with his/her individual classroom may be assigned duty, as is any other classroom teacher.

5. The Associate Teacher of French will be covered by professional liability assured by the School Board of the parish of employment while providing services or performing any task for said School Board. This coverage is to be the same as that provided its classroom teachers.

6. The Associate Teacher of French (ATF) will be allowed to engage in additional employment within the limits of those activities contained in Section 2 of the IAP-66 visa, which all Associate Teachers sign. Each Associate Teacher is reminded that s/he has signed his/her visa agreeing to its terms. No other remunerative activities are permitted.

   It is understood that these permitted activities must take place outside of the regular school day. Remuneration shall be determined by mutual agreement between the Associate Teacher and his/her employer.

B. Alternate Positions

1. The Resource Teacher (RT) serves as an element of support for the Second Language Specialists (SLS). His/her work consists of visiting their classes, teaching demonstration classes, and preparing workshops for them. S/he is responsible to the school authorities of the parish, the foreign educational consultant of the sector, the Louisiana Department of Education, CODOFIL, and the representative of his/her country of origin.

2. The Foreign Language and International Studies Teacher (IST) participates as a team instructor in a foreign language and international studies program at the secondary level. The IST is responsible for instruction in French in the three-hour block program, which includes advanced French (III, IV, and V), World History (I and II) and Economics. The Louisiana teacher will be solely responsible for instruction of the Free Enterprise requirement. The IST is responsible to the master teacher of the program, the principal of the school, the second (foreign) language supervisor of the parish, the foreign education consultant of the sector, the Louisiana Department of Education, CODOFIL, and the representative of his/her country of origin.

NOTE: Foreign personnel may be assigned to a position which combines the duties of either of the above categories with that of the Associate Teacher of French.

3. The Substitute Teacher replaces the Associate Teacher of French who is absent from his/her school due to illness, accident, or termination of contract. The local school board will assign his/her teaching duties. S/he is responsible to the Louisiana Department of Education, CODOFIL, and the foreign education consultant of the sector in which s/he is substituting.

III. REMUNERATION

A. The sum of One Thousand Five Hundred Dollars ($1500 U.S.) will be paid to the foreign personnel upon arrival in his/her assigned parish. This amount constitutes $500 U.S. installation premium and $1000 U.S. cost-of-living increment.

B. While under contract to CODOFIL, all foreign personnel will receive from the State a salary of $9000 U.S., payable in nine (9) monthly checks of $1000 U.S. and subject to neither U.S. Federal nor State of Louisiana income tax.* This salary, $9,000 U.S., plus the parish participation, $1,500 U.S., constitutes a total sum of Ten Thousand Five Hundred Dollars ($10500 U.S.) for the term of the contract (September 1, 1984 - June 30, 1985).

If a parish requests the instructional services of an Associate Teacher prior to the official starting date of the CODOFIL contract (September 4, 1984), it is understood that the parish will pay that teacher the sum of $50 per additional working day.

*NOTE: The waiver of U.S. Federal income tax does not apply in the case of permanent resident visas.

C. Transportation expenses from the teacher's domicile to the place of employment and return will be his/her own responsibility, except in the case in which the instructor is called upon to teach in two educational establishments on the same day. Transportation expenses between the two schools will be defrayed by the local school board, in accordance with the travel allowance currently paid by the school system in which s/he works. When two or more teachers travel together, mileage reimbursement will be given to the owner/driver of the vehicle used.

D. Resource Teacher(s), Substitute Teacher(s), and International Studies Teacher(s) will receive the additional amount of $500 U.S. to cover the cost of job-related expenses.

IV. VACATION - SICK LEAVE - RELEASED TIME - DEATH IN THE IMMEDIATE FAMILY

A. Vacation

Vacation and holiday privileges granted the foreign personnel during the school year are the same as those granted Louisiana personnel teaching in the same educational establishment. However, the Mardi Gras holidays (Monday, Tuesday and Wednesday) have been granted all foreign personnel. For unexcused absences prior to, or immediately following, a holiday, the foreign personnel, without exception, will be docked $50 U.S. per working day of absence.

No vacation leave other than that scheduled by the parish will be permitted, and the foreign personnel will be docked $50 U.S. per working day for additional leave taken.

B. Sick Leave *

Foreign personnel, as all Louisiana teachers, are allowed ten (10) working days of sick leave for the school year; however, after three (3) or more consecutive working days of absence, the teacher must present a medical certificate to the principal of the school, with a copy to the foreign education consultant.

Should any foreign personnel be absent in excess of the ten (10) allotted working days of sick leave because of extended, recurring, or related illness or hospitalization due to illness or accident, the base salary up to an additional ten (10) days will be guaranteed by CODOFIL, contingent upon a review of his/her attendance record. CODOFIL and the Louisiana Department of Education maintain the right to terminate the contract of any foreign personnel after twenty (20) working days of absence for health reasons.

Any one of the foreign personnel whose contract is renewed for a second or third year in the same parish will be allowed to accumulate sick leave not to exceed twenty (20) days, including the sick leave guaranteed by CODOFIL.

*NOTE: While all foreign personnel are generally allowed a maximum of ten (10) days of sick leave, the authority for the application of this rule rests with the school board of each parish, particularly in the matter of the number of days allowed a teacher who does not teach the full term of his/her contract. The responsibility for being informed of his/her parish's rules regarding sick leave rests with the foreign personnel.

C. Released Time

1. Foreign personnel will be given adequate time to settle into their locations. They will report to their respective schools of assignment Thursday, August 30, 1984. Classes will begin Tuesday, September 4, 1984. In order to facilitate their departure from Louisiana, foreign personnel will be given released time on May 29, 30, and 31.

D. Death in Family *

The death of a member of the immediate family will be considered reason for an excusable absence, which should not exceed ten (10) working days.

*On the first day of an absence, any one of the foreign personnel must personally notify both the principal(s) of their school(s) and the foreign consultant of the sector.

V. HEALTH AND ACCIDENT INSURANCE

Health and accident insurance coverage will be furnished to all foreign personnel under contract to CODOFIL.

VI. TERMS OF CONTRACT

A. All foreign personnel agree to obey the laws, customs, and traditions of the State of Louisiana, as well as those of their parish of assignment.

B. Foreign personnel are required, as are all Louisiana teachers, to follow the rules and regulations, including conduct, dress, and personal appearance, which are currently in force in the parish or educational establishment in which they work.

C. The local school board has the right to request the immediate termination of the services of any one of the foreign personnel in that parish for any of the following reasons:

1. Incompetence.
2. Willful neglect of duty.
3. Excessive absences (over 20 days) and/or excessive tardiness.
4. Judicial conviction.
5. Inability to conform to the attitude and the social mores of the community of employment.

In all cases, CODOFIL and the Department of Education retain the right to terminate the present contract or to replace the foreign personnel for these or any other valid reasons after due consultation with the representative of the foreign government.

D. In the case of the termination of this contract, CODOFIL will not be responsible for the return trip of any one of the foreign personnel. The employee forfeits any remaining salary from the date of termination. S/he must reimburse on a pro rata basis the one thousand dollars ($1,000) cost-of-living increment of his/her salary paid by the parish of assignment. They may be required to reimburse the $500 installation premium upon agreement of the State Department of Education, CODOFIL, and the representative of the

foreign government. The IAP-66 visa will be revoked after fifteen (15) days, and all debts that s/he may have incurred in Louisiana must be setled prior to departure.

E. In the case of departure from Louisiana in which one of the foreign personnel leaves debts and obligations unpaid, a report of such debts and obligations will be made to the proper authorities of his/her home country, and proper action will be taken.

1. Foreign personnel will be given released time to attend periodic inservice meetings, as scheduled by the Louisiana Department of Education.

VII. TERMINATION OF CONTRACT

Should the contract be terminated prior to the end of the school year, the One Thousand Dollars ($1000)--that portion of the salary paid by the parish-- must be reimbursed to the parish school board on a pro rata basis for the remaining months of contract (September 1, 1984 - June 30, 1985). The Associate Teacher may be required to reimburse the Five Hundred Dollars ($500)--the installation premium--at the discretion of the State Department of Education and CODOFIL, and subject to the agreement of the foreign government representative.

Upon resignation, two (2) weeks prior notice in writing must be furnished to the local school board, with one copy to CODOFIL and one copy to the representative of the country of origin. In the above case, the resigning teacher's IAP-66 visa will be cancelled fifteen (15) days after the date of resignation.

Failure to follow these procedures will result in the immediate cancellation of the IAP-66 visa.

If a parish requests that an Associate Teacher from a foreign country be removed from that parish, CODOFIL and the Louisiana Department of Education will review the situation with the local school board authorities before reaching a decision to move this Associate Teacher to another parish of assignment or to terminate his/her contract. In either case, CODOFIL and/or the State Department of Education will consult with the representative of the country of origin before the final decision is reached. The parish school authorities are required to justify (in writing) only to CODOFIL and the Louisiana Department of Education just cause for removal of foreign personnel.

VIII. RENEWAL OF CONTRACT

CODOFIL and the contracting party may, by mutual agreement, renew this employment contract for a subsequent year contingent upon:

A. The written request for renewed employment of the foreign personnel.

B. The satisfactory evaluation of performance of duty.

C. The approval of the country of origin.

D. The availability of teaching positions for foreign personnel in Louisiana.

E. The allocation of public funds.

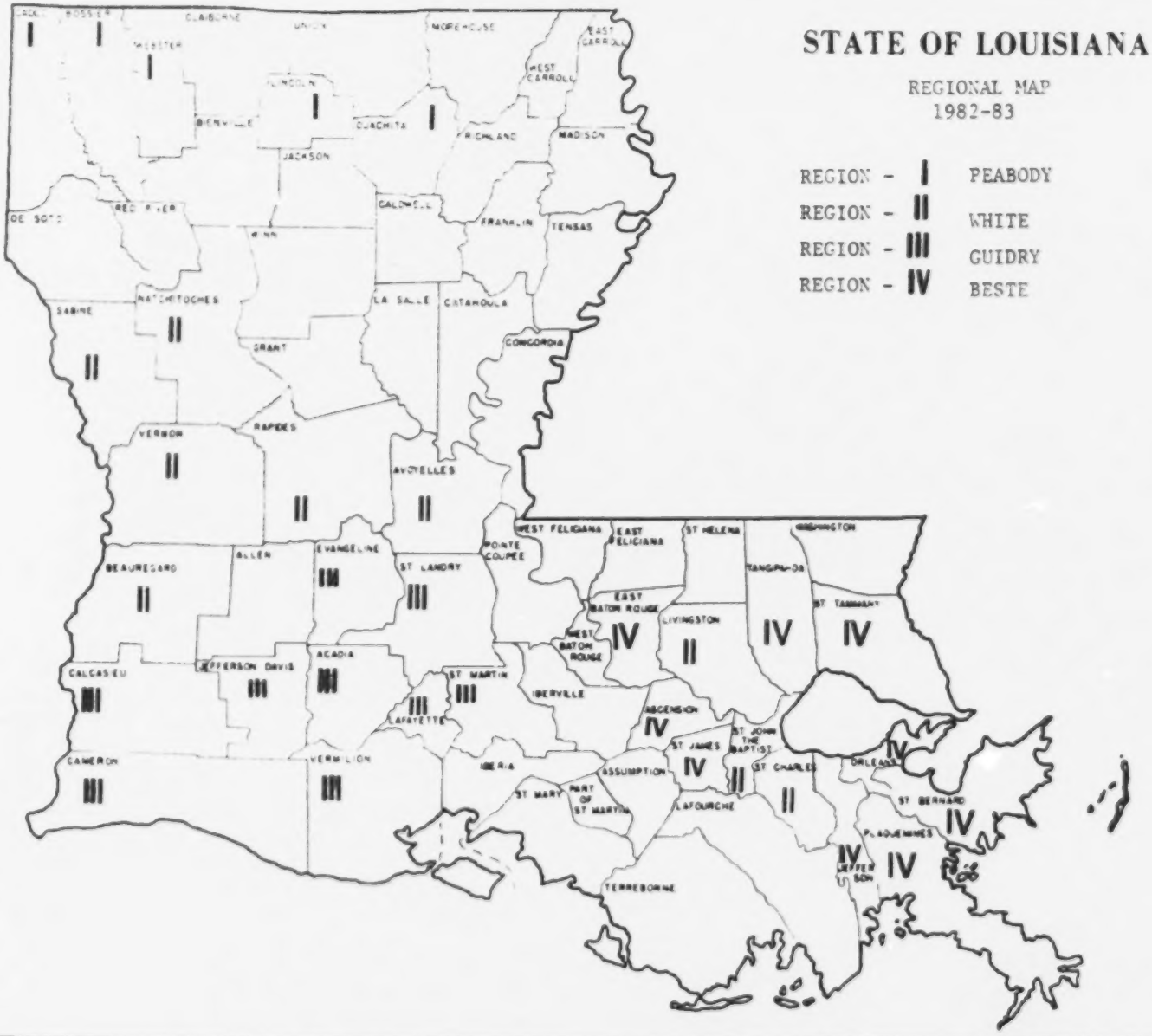
F. The agreement of foreign personnel to comply with international income tax treaties.

FRENCH AS A SECOND ALNGUAGE PROGRAM
ALLOCATION OF TEACHERS (ATF/SLS)
1984-85

PARISH	B	F	Q	RL	TOTAL	SLS	GRAND TOTAL
SECTOR I							
Bossier	4			0	4	1	5
Caddo	6	2			8	5	13
LA School		1			1	0	1
Lincoln	2	1		1	4	0	4
Natchitoches					0	1	1
Webster	3	2			5	0	5
SECTOR II							
Avoyelles	3				3	0	3
Evangeline					0	7	7
Monroe City	2				2	1	3
Ouachita				1	1	18	19
Rapides	3				3	0	3
St. Landry					0	16	16
Vernon	2				2	0	2
SECTOR III							
Calcasieu	2	3	3	2	10	27	37
Cameron	2				2	0	2
Jefferson Davis	3	1	3		7	4	11
SECTOR IV							
Acadia	1		1	1	3	0	3
Lafayette	1	1	4		6	22	28
St. Martin	1		1		2	3	5
Vermilion	1			1	2	1	3
SECTOR V							
Ascension	4	3	1		8	0	8
East Baton Rouge	5	5	0	2	12	19	31
Livingston	2			1	3	1H*	4 (1 Hung.)
St. James		2	1		3	0	3
St. John		3			3	0	3
Tangipahoa	2				2	3	5
SECTOR VI							
Jefferson		1	1		2	8**	10 (5Fr/3Sp)
Plaquemines	5				5	0	5
St. Charles					0	6	6
SECTOR VII							
Orleans	3	5	5		13	7	20
St. Tammany		3			3	0	3
TOTALS	57	33	20	9	119	150	269

48

REVISED: 7/27/84


STATE OF LOUISIANA
REGIONAL MAP
1982-83
REGION - I PEABODY
REGION - II WHITE
REGION - III GUIDRY
REGION - IV BESTE
WEBSTER
CLAIBORNE
UNION
MOREHOUSE
EAST CARROLL
WEST CARROLL
LINCOLN
BIENVILLE
OUACHITA
RICHLAND
MADISON
JACKSON
DE SOTO
RED RIVER
CALDWELL
FRANKLIN
TENSAS
SABINE
NATCHITOCHES
LA SALLE
CATAHOULA
CONCORDIA
GRANT
VERNON
RAPIDES
AVOYELLES
WEST FELICIANA
EAST FELICIANA
ST HELENA
WASHINGTON
TANGIPAHOA
ST TAMMANY
BEAUREGARD
ALLEN
EVANGELINE
ST LANDRY
POINTE COUPEE
EAST BATON ROUGE
WEST BATON ROUGE
LIVINGSTON
CALCASIEU
JEFFERSON DAVIS
ACADIA
ST MARTIN
IBERVILLE
ASCENSION
ST JAMES
ST JOHN THE BAPTIST
ORLEANS
LAFAYETTE
CAMERON
VERMILION
IBERIA
ASSUMPTION
ST CHARLES
ST BERNARD
ST MARY
PART OF ST MARTIN
LAFOURCHE
PLAQUEMINES
JEFFERSON
TERREBONNE

CODOFIL ATTENDANCE REPORT
1984-85 SCHOOL YEAR

IMPORTANT: 1. A SEPARATE FORM IS TO BE COMPLETED FOLLOWING EACH ABSENCE.
2. ONE COPY OF THE COMPLETED FORM IS TO BE KEPT ON FILE AT THE SCHOOL AND ONE COPY IS TO BE SENT TO THE LOCAL CODOFIL SUPERVISOR.

TO BE COMPLETED BY ASSOCIATE TEACHER

NAME: _____

PARISH OF ASSIGNMENT: _____

NAME OF SCHOOL: _____

(COMPLETE:)

1. DATE(S) OF ABSENCE: _____
WAS THE ABSENCE PRIOR TO OR IMMEDIATELY FOLLOWING A HOLIDAY?
( ) NO ( ) YES

2. REASON FOR ABSENCE: (CHECK ONE)
( ) PERSONAL ILLNESS
ACCOMPANIED BY MEDICAL CERTIFICATE ( ) NO ( ) YES
( ) DEATH IN IMMEDIATE FAMILY
( ) OTHER REASONS (SPECIFY FULLY): _____
_____

I CERTIFY THAT BECAUSE OF THE REASON INDICATED I WAS UNABLE TO PERFORM THE DUTIES OF MY POSITION, AND HEREBY MAKE APPLICATION FOR PAY IN CONFORMITY WITH RULES AND REGULATIONS OF MY CONTRACT:

_____ _____
DATE SIGNATURE

****

TO BE COMPLETED BY PRINCIPAL (CHECK ONE:)

1. ( ) I WAS NOTIFIED ON THE FIRST DAY OF ABSENCE IN THE AFOREMENTIONED CASE.
( ) I WAS NOT NOTIFIED ON THE FIRST DAY OF ABSENCE IN THE AFOREMENTIONED CASE.

2. ( ) THIS ABSENCE IS EXCUSED AND WILL BE DEDUCTED FROM THE TEN ALLOTTED WORKING DAYS OF SICK LEAVE.
( ) THIS ABSENCE IS UNEXCUSED, AND IN ACCORDANCE WITH THE CONTRACT, THE PERSONNEL OFFICE WILL BE NOTIFIED TO DOCK THE ASSOCIATE TEACHER 1/20TH OF HIS/HER MONTHLY CHECK PER WORKING DAY OF ABSENCE.

3. ADDITIONAL COMMENTS: _____
_____

_____
SIGNATURE OF PRINCIPAL

The Louisiana Department of Education provides this example as **Technical Assistance.** The Parish Contract (III. A. 7) **requires the maintenance of Associate Teacher attendance records** at the local level; however, the use of this specific form is **not mandated.**

MATERIAL AVAILABLE FOR FOREIGN LANGUAGE INSTRUCTION

Louisiana Department of Edcuation

FOREIGN LANGUAGES AND BILINGUAL EDUCATION SECTION

I. Curriculum Specialists at the State Department of Education offer, upon request by the parish supervisors, inservice workshops for Second Language Specialist teachers.

The objectives of the inservice workshops are as follows:

- To introduce and familiarize SLS teachers with foreign language teaching materials available
- To present and demonstrate the second language methods being used in Louisiana
- To assist SLS teachers in developing evaluation materials for second language students
- To assist SLS teachers and Resource teachers in developing supplemental material

II. How to Obtain the Material

(*) available upon request from the following:

Louisiana Department of Education
Foreign Languages Section
Post Office Box 94064
Baton Rouge, Louisiana 70804-9064

Telephone: (504) 342-3454

(**) purchased through the State Adopted Textbook List and should be requisitioned on Order I-T and submitted to the Parish or City Superintendent of Education

III. Description of Material Available for French Instruction, Grades K-12

A. Skills Progression Guide (*)
(A 5-year sequential program for Grades 4-8)

1. Global Objective
The child should be able to use the French language as a means of communication in situations corresponding to the needs and interests of francophone children his own age.

2. General Objectives

   a. The child should be able to understand oral and written messages in a limited number of situations familiar to francophone children of his/her own age.

   b. The child should be able to express himself/herself orally and in writing in a limited number of familiar situations familiar to francophone children of his/her own age.

B. Instructional Television Methods

Consult the 1984-85 INSTRUCTIONAL TELEVISION TEACHER'S HANDBOOK - Foreign Language Programming.

1. Parlez-Moi 1 (**)
   Grades 6-10/Foreign Languages
   30 programs/10 minutes
   School year taping rights
   Programs Start: September 22
   Broadcast Times: Thursday, 10:00
   Friday, 9:10
   Teacher Guide Control Number: 252585
   Price of Guide: $4.50

2. Parlez-Moi 2
   Grades 10-12/Foreign Languages
   30 programs/15 minutes
   Unlimited taping rights
   Program Starts: September 21
   Broadcast Times: Wednesday, 1:45
   Thursday, 10:45
   Teacher Guide Control Number: 259648
   Price of Guide: $7.10

3. Passe Partout (*)
   Grades 4-6/Foreign Languages
   17 programs/30 minutes
   Unlimited taping rights
   Program Starts: September 19
   Broadcast Time: Monday, 10:30

4. Samba et Bouboune à Travers le Monde (*)
   Grades 9-12/Foreign Languages
   13 programs/15 minutes
   Unlimited taping rights
   Program Starts: February 23
   Broadcast Times: Thursday, 12:15
   Friday, 10:30
   Teacher Guide Control Number: None
   Price of Guide: Free

C. SUPPLEMENTARY INSTRUCTIONAL MATERIALS

1. Activités Saisonnières (*)

This book contains several tales about the holidays usually celebrated in Louisiana (Halloween, Thanksgiving, Christmas, Mardi Gras, Easter, Valentine's Day, and Mother's Day). Drawings for making transparencies of figurines accompany each tale.

A cassette of the songs will be provided if a blank cassette is mailed along with the request.

2. Les Activités Louisianaises (*)

This book is a teacher's guide offering ideas on teaching Louisiana culture at the elementary level.

3. Les Jeunes Louisianaises (*)

This book is broken down into five basic themes based on life in French Louisiana.

4. Premier Livret (*)

Basic French language skills are taught in the context of Louisiana cultural dialects.

5. Recueil de contes (*)

This book contains seven tales about animals. Each tale provides instructions for the follow-up lessons. Drawings for making transparencies accompany each tale.

The purpose of this supplemental material is to provide teachers with a motivational source to assist in their teaching.

6. Jeannot Lapin (*)

An introducation to the French language for children aged 4-6 by teaching songs. The content of these songs serves as a basis for the lessons and as a motivational tool. A daily period of 15-20 minutes is suggested for the kindergarten level, and a daily period of 25-30 minutes is suggested for the first grade.

a. To be used at the kindergarten level (lessons 1-15)
   To be used at the first grade level (lessons 1-30)

b. Material

1) Chantons avec Jeannot Lapin - teacher's guide in French containing the daily lessons and drawings for transparencies. (*)

2) Cassette, including all the songs of the method (cassette only available in exchange for a blank casette) (*)

Note: A rabbit puppet should be provided by the teacher. Consequently, this puppet is not available as supplementary material to the teacher.

STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

TEACHER CERTIFICATION COMMITTEE

JUNE 27, 1984

In motion of Mr. Pelleqrin, seconded by Br. Fourrier, the Committee recommends to the Board that it accept the June 26, 1984, recommendations of the Adhoc Advisory Council for Certification of Teachers of Foreiqn Lanquages, as amended in Committee, as folows:

1. Continue to allow the employment of persons in foreiqn languages on temporary certificates if they have a bachelor's deqree.

2. Establish a foreiqn language all-level certification (qrades 1-12). Elementary foreiqn lanquage certification may be added to existing secondary certification with an additional 9 hours of professional education at the elementary level.

3. Establish an additional foreiqn language certification option for elementary teachers, consisting of 15 hours in foreiqn languages and a passing score of intermediate middle, for a two-year interim, on an oral proficiency test (ACTFL).

4. Establish provisions to allow an individual achievinq intermediate hiqh on the ACTFL Proficiency Exam to substitute this score for foreiqn lanquage study immersion or one year abroad as required by the current requirements.

The motion carried.

MEETING OF THE BOARD OF ELEMENTARY AND SECONDARY EDUCATION
JULY 28, 1983

Item 1. Review of the change in certification requirements for foreign language teachers.

Comments: BESE approved at its July 28, 1983, meeting a change in the certification requirements for foreign language teachers. The change follows the recommendations of the Regent's report of its statewide review of the undergraduate programs in French, the report of the Commission's Task Force, and the Commission's report.

The following certification requirements were approved by BESE: Beginning with freshmen entering higher education institutions in the 1984-85 school year, all candidates for certification will be required to complete 36 semester hours or 24 hours above the sophomore level, which shall include a three-hour methods course in modern foreign languages. A minimum of 12 of the 24 hours may be fulfilled by a two-semester residence in a university abroad or by two summers of intensive immersion study on a Louisiana university campus, an out-of-state university campus, or abroad.*

*The two-semesters abroad or the alternative is required for French certification and is optional for all other foreign languages. NOTE: Certification is awarded in each individual language.